St Mary's C E Primary School

Reading Policy (2026)

"Live, Love and Learn together in the Light of the Life of Christ"

Rooted in Ephesians 5:8–11, 13–14

CONTENTS

Section	
1 A B	**Reading Curriculum** **Reading – Intent** **Reading – implementation** **Reading challenging texts in class**
2	**Reading skills analysis**
	Progression of skills document
3 4	**Reading Bookmark** **Reading and Writing Reading** **- Impact**
5 6	**Reading statement Reading** **strategies**
7 A B	**Reading assessments** **EYFS and KS1** **KS2**

Policy renewed: 1st September 2026

1. READING CURRICULUM

A) Reading – INTENT

At St Mary's Primary, our intent is to give all pupils the best opportunity to succeed in reading by the end of KS2. We strive to teach children to read effectively and quickly by developing a positive attitude from Early Years, making reading an enjoyable and meaningful experience. Not only will our children have the love of reading, we recognise that reading enables children to write well too. Our ambition is for 100% of students to be at expected levels at reading with many achieving greater depth, and to provide children with the cultural capital for future success across the wider curriculum. We believe this is what children need to become competent readers in preparation for secondary school.

B) Reading – IMPLEMENTATION

Our strategies for ensuring that children are successful readers are as follows:

- A baseline reading assessment is completed during the first few weeks of Reception to determine the phonic knowledge of each child. As a result of this assessment, classes are split into small homogenous groups for tailored teaching.
- Reading is prioritised to develop and accelerate progress.
- Reading is tracked closely using RWI assessment tools, PM benchmark, Sonar and the monitoring of progression in book bands.
- Intervention for all children at an early stage making inadequate progress to ensure children keep up not catch up.

Reading challenging texts in class:

We encourage pupils to read a range of books to promote reading for pleasure and to build skills in fluency and comprehension. We have a well-resourced library and reading corners in each Key stage to encourage children to read a minimum of 30 books per year. Every year group has a list of class texts to complete by the end of the academic year. We have intentionally chosen texts that have a rich vocabulary, are formally written and cover a range of social, historical and cultural contexts. *Class texts are outlined in the school Literature map.*

The reading leader as well as class teachers carry out a close evaluation of the class texts on a yearly basis and discuss new books to add to the Literature map for the following academic year.

2. Reading Skills Analysis

Children are taught a range of reading skills to aid comprehension through Destination Reader. The Destination Reader scheme is the result of a collaboration of practitioners from Hackney primary schools, facilitated by the Hackney Learning Trust. It was designed to ensure equality of provision through a daily whole-class interactive session including modelling, discussion of texts and independent reading. Pupils are taught a range of strategies to help pupils to read with meaning, aid comprehension, and to support reading with pleasure. Whilst Key stage one's focus remains on applying phonic knowledge and decoding, reading for pleasure, sustaining motivation to read, vocabulary and understanding: they also begin to predict, infer, make connections, sequence and retrieve information from a text. Lower Key stage two practise each of the reading strategies independently; upper KS2 move on to 'combined strategies' and key questions to develop pupils' ability to think critically about a text.

KS2	**Sequencing** **Prediction** **Retrieval** **Inference Making connections** **Vocabulary**	- Re-reading to correct - Continuing phonics to blend/decode - Use of pictures to support - Making relevant predictions about what will happen based on what is read in a text - Read common exception words and contractions - Making inferences based on what is said/done - Begin to use simple evidence - Retrieve key information from specific pages/paragraphs - Sequencing events in books - Read words containing suffixes - Making links to their own lives to support understanding - Sequencing events in books - SATs preparation
Lower KS2	**Prediction** **Retrieval** **Inference** **Summarising** **Clarifying** **Making connections** **Asking questions** **Evaluating**	- Discuss language and vocabulary Predict from what is stated and implied - Justify predictions with evidence from the text - How to make inferences and justify inferences - Identifying themes - Identifying words/phrases which might capture the reader's interest - Retrieving and recording information - How to summarise key elements in a plot - Purpose of text and recognising unfamiliar words - Asking specific questions to improve understanding of the text

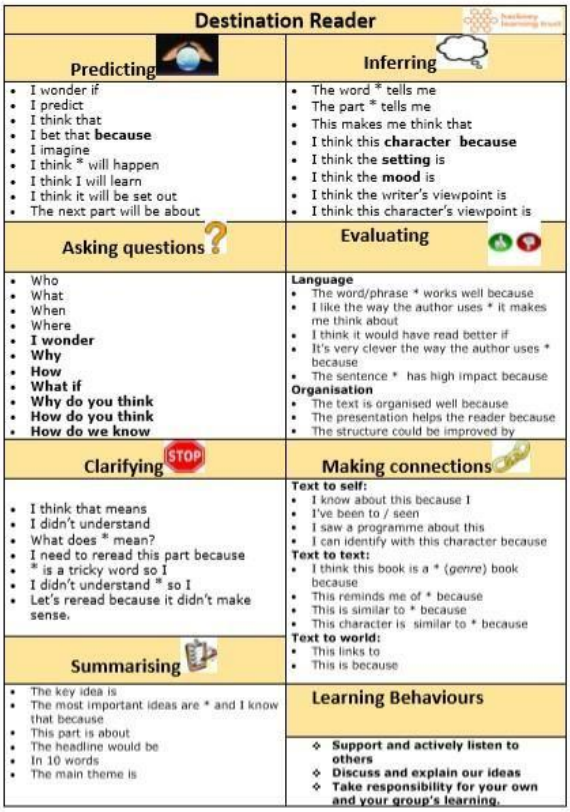
		- Make simple links to other books and to the wider world
Upper KS2	**Prediction** **Retrieval** **Inference** **Summarising** **Clarifying** **Making connections** **Asking questions** **Evaluating**	- Discuss texts, themes, language and structure Use of prefixes/suffixes/word families/root words to define new vocabulary - Exploring meaning of words in contexts - Knowledge of morphology and etymology - Use of dictionaries - Justify inferences using PEE with more than one piece of evidence considering 'mood' and 'atmosphere'. - Retrieve detailed information across multiple pages - Use of skimming and scanning skills to locate information - Supporting predictions with more than one piece of evidence from multiple parts of the text - Summarising by discussing themes in and across books - Explaining predictions clearly - Make connections within and across texts - Combine links to other texts and to the wider world to explain key ideas - Discussing the impact words/phrases have on a reader and explaining why - Challenge others' views courteously - Recommend books to their peers - Use of higher order questions based on inference and evaluation - Asking questions in different formats (e.g. true/false or fact/opinion questions)

**Progression of skills document*

	What does this look like in Reception?	What does this look like in KS1?	What does this look like in lower KS2?	What does this look like in Upper KS2?
Clarifying	- Beginning phonics (RWI set 1 and 2) - Expanding day-to-day vocabulary	- Continuing phonics to blend/decode - Use of pictures to support - Re-reading the word in a sentence - Read common exception words and contractions - Read words containing suffixes	**- Recognising unfamiliar words/ when something does not make sense** **- using prefixes and suffixes** - read further exception words - use of dictionaries	**- Use of prefixes/suffixes/word families/root words to define new vocabulary** **- Exploring meaning of words in contexts** - Knowledge of morphology and etymology - Use of dictionaries
Inferring	- inferring real emotions from real people using body language/ expression. - Use of pictures in books to infer emotions	- making inferences based on what is said/done - begin to use simple evidence	**- use of evidence to support inferences** - infer characters' feelings, thoughts and motives from actions	**- using more than one piece of evidence to support an inference** - considering 'mood' and 'atmosphere'
Retrieval	- basic retrieval e.g. retrieving characters names - pointing to pictures - ordering events	- retrieve key information from specific pages/paragraphs	**- retrieve and record more detailed information from both fiction and non-fiction**	**-retrieve detailed information across multiple pages** **- use of skimming and scanning skills to locate information**
Summarising	- beginning to sequence events using pictures	- sequencing events in books	**- identifying main ideas from more than one paragraph.** **- begin to discuss themes in a book**	**- summarising by discussing themes in and across books**
Predicting	- Beginning to make basic predictions about books and in everyday experiences.	- making relevant predictions about what will happen based on what is read in a text.	**- Supporting predictions with evidence from the text** - predicting from what is stated and implied.	**- supporting predictions with more than one piece of evidence from the text.** **- using evidence from multiple parts of the text.** - explaining predictions clearly.

Reading bookmark

** document used to support pupils with each reading skill*



Destination Reader

Predicting

- I wonder if
- I predict
- I think that
- I bet that **because**
- I imagine
- I think * will happen
- I think I will learn
- I think it will be set out
- The next part will be about

Inferring

- The word * tells me
- The part * tells me
- This makes me think that
- I think this **character because**
- I think the **setting** is
- I think the **mood** is
- I think the writer's viewpoint is
- I think this character's viewpoint is

Asking questions

- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

Evaluating

Language
- The word/phrase * works well because
- I like the way the author uses * it makes me think about
- I think it would have read better if
- It's very clever the way the author uses * because
- The sentence * has high impact because

Organisation
- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by

Clarifying

- I think that means
- I didn't understand
- What does * mean?
- I need to reread this part because
- * is a tricky word so I
- I didn't understand * so I
- Let's reread because it didn't make sense.

Making connections

Text to self:
- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

Text to text:
- I think this book is a * (*genre*) book because
- This reminds me of * because
- This is similar to * because
- This character is similar to * because

Text to world:
- This links to
- This is because

Summarising

- The key idea is
- The most important ideas are * and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

Learning Behaviours

- **Support and actively listen to others**
- **Discuss and explain our ideas**
- **Take responsibility for your own and your group's learning.**

3. Reading and Writing

We believe in a knowledge-rich curriculum. Each pupil is given a Reading album for school and a journal for home. The purpose of the Reading album is to give pupils the opportunity to record a multitude of books they have read and explored through their application of the reading skills taught. They also provide an opportunity for teachers to assess pupils' comprehension skills and to track pupil progress in reading with termly reviews and assessment.

We ensure the consistent implementation of the Reading Strategy by:

- Training staff in regular insets so that all teachers can teach reading well.

- Ensuring the Reading Leader attends regular DR hubs for training and updates.

- Ensuring parents understand the expectations for reading via Parental workshops/evenings, encouraging parents to read with their child/ren and to sign their reading albums.

- Ensuring DR resources are up to date and accessible to all who require it.

- Monitoring teaching and learning with lesson observations, book looks and pupil voice.

4. Reading – IMPACT

To ensure our Reading Curriculum is successful and has an impact we will do the following:

- Monitor progress in reading
- Monitor progress in writing
- Evaluate children's enjoyment of reading
- Effective Parental engagement and feedback
- Scrutiny of Reading Curriculum implementation by senior leaders and governors

5. READING STATEMENT

Our aim is for St Mary's children to have an enriched learning environment so that all children are provided with the skills and strategies to read with confidence, fluency and understanding. Also, that pupils become independent readers with high levels of enjoyment, understanding and comprehension.

St Mary's Primary School aims are:

- use reading as a fundamental part of all curriculum planning and development
- to develop a consistent approach to reading across EYFS to KS2
- to accelerate children's progress in reading
- provide all children with phonological understanding to read words accurately.
- to provide a robust assessment approach, centred on formative assessment
- to increase reading mileage
- to guide teachers on best practice in teaching vocabulary
- to have a consistent approach to developing vocabulary
- to provide a curriculum in line with the requirements of the National Curriculum
- to develop thinking and understanding so pupils have a critical appreciation of what they read
- establish a love of books where children foster a life-long love of reading
- inspire an interest in words and what they mean to enable children to increase oral and written vocabulary
- ensure all children read widely and experience a range of genres
- encourage care and ownership of books.

6. READING STRATEGIES

EYFS:

Phonics is taught meticulously to ensure pupils have a solid foundation.

KS1:

1. Phonics

Taught and practiced daily

At St Mary's Primary, we strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) from EYFS through to KS1 which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

Reading – Word Reading

Using the RWI Scheme we aim to teach children from Early Years to Year 2 to:

- apply their phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes
- read accurately by blending sounds in unfamiliar words containing the Grapheme Phoneme Correspondences (GPCs) that they have been taught
- read common exception words, noting unusual correspondences between spelling and sound
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read words of more than one syllable that contain taught GPCs
- read words with contractions and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- spell words containing each of the 40+ phonemes already taught by segmenting the sounds in words
- spell common exception words
- add prefixes and suffixes to previously taught words
- spell effortlessly so that all their focus when writing can be directed towards composition

These skills are embedded within daily RWI lessons. By focussing on the teaching of skilled word reading in Early Years and KS1, using a synthetic phonics scheme, children learn to pronounce unfamiliar printed words (decoding) and speedily recognise familiar printed words. *Once children in KS1 complete the RWI programme they move onto Destination Reader (DR).*

We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

KS2:

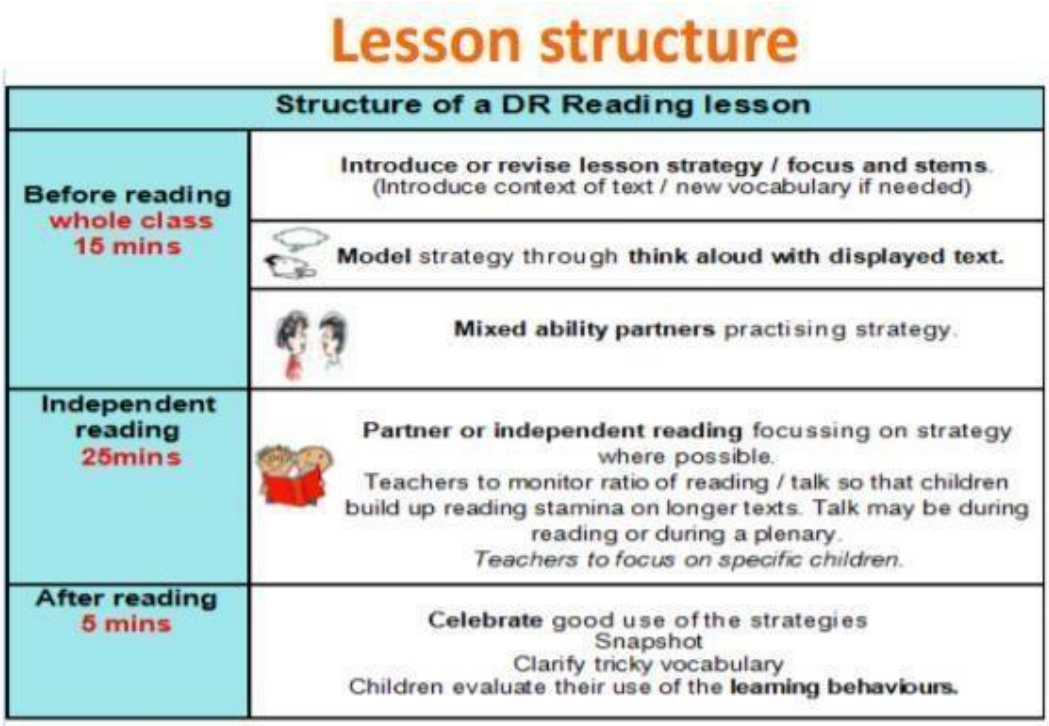
Destination Reader is a new approach to teaching reading in KS2 to support pupils with a range of strategies to aid comprehension and encourage the teaching of reading with meaning and to support reading with pleasure. The approach involves whole class modelling of reading and children applying reading skills through partner work and independent reading. Destination Reader provides:

- a systematic approach to the teaching of reading
- enables children to develop key strategies which deepen their understanding of texts
- develops children's motivation to read broadly for pleasure and purpose
- increases children's ability to lead their learning through the acquisition of key learning behaviours
- places children at the centre of a formative approach to assessment in reading

Additionally, the reading programme 'Destination Reader' has the teaching of vocabulary embedded daily within it. The class teacher identifies 'Tier 2' vocabulary, from the text that the children are going to read and discusses this with the class before they read. This vocabulary is then displayed so that children use these words in their writing.

Destination Reader sessions occur five times a week where children begin focussing on reading skills and read books matched to their reading age. They discover and read a breadth of books across varying genres, learn reading skills to develop a deeper knowledge and understanding of stories through comprehension and become familiar with authors. Destination Reader lessons are comprised into whole class teaching; paired reading; an activity to assess understanding and the plenary.

**Destination Reader lesson structure*



7. Reading Assessments

Phonics assessments (half-termly)

Benchmark (half-termly)

NFER Reading Papers (termly)

A) EYFS and KS1

We assess all pupils from Reception to Year 2 using RWI Assessment materials and use this data to assign pupils to the correct RWI Group, and to identify those in need of additional support. This provides a good indication of their progress relative to their starting points. To track the phonic progress that pupils make from Reception to Year 2 and at the end of Year 1; we evaluate pupils' acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2 (using the statutory KS1 Reading assessment materials).

The impact of high-qualify synthetic phonics teaching, coupled with vigorous assessment procedures ensures that attainment of St Mary's Primary pupils is above that of Brent and national standards.

RWI baseline assessment

Only to be used by schools who are new to *Read Write Inc. Phonics*.

Entry assessment

Set 1 Sounds Groups A or B

i n c k u b f p g o e l h

r j v y w z m a s d t x

Set 1 Sounds Group C

Oral blending: *s-a-t h-e-n l-o-g b-i-n b-u-g*

Set 2 Sounds Group

ch ng nk qu sh th

chip shop jump that

fas gip guk rab

Reading Leader documents – Assessment and grouping

Set 3 Sounds Starter Group

ay ee igh ow oo oo ar

or air ir ou oy

lay steep light snow part

horn fair mouse joy

blay noom dight feep

porg gouf lirb

Set 3 Sounds Advanced Group

a-e ea i-e o-e u-e oi ai oa aw

ur er ire ear ure ew are ow

smafe fleab flime snoke zuke toin

spoat durf jire plure brare

Phonics - Individual record assessment document

Reading Leader documents – Assessment and grouping

Assessment 1 individual record

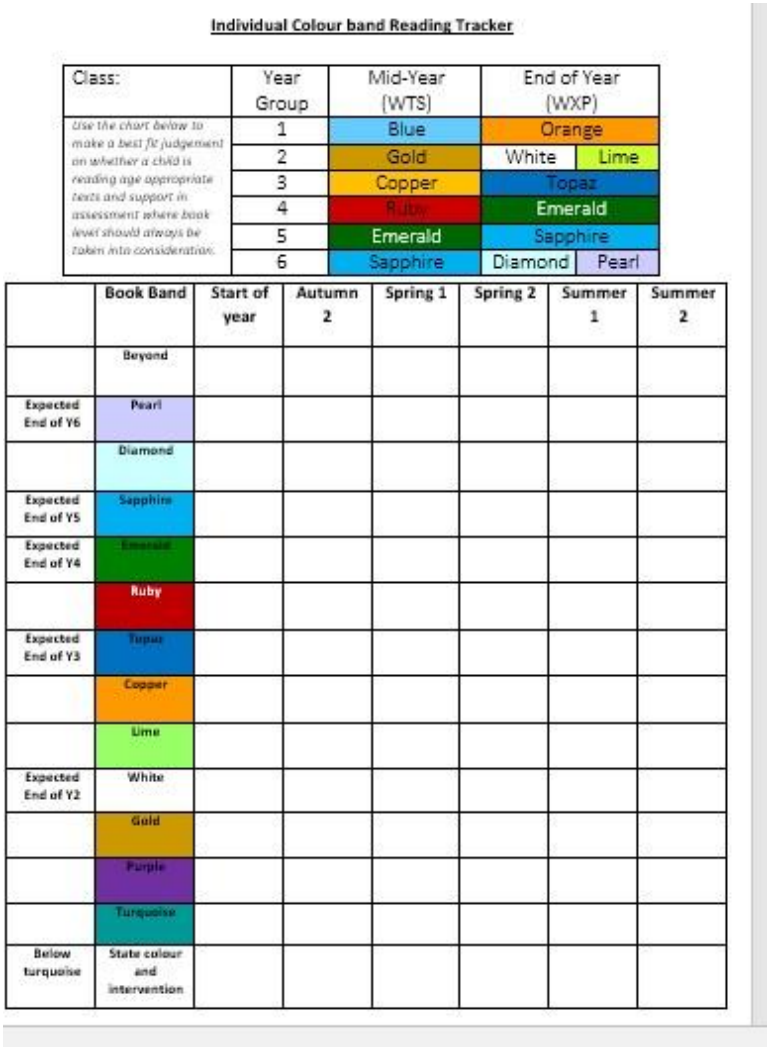
Pupil ..... **Date** .....

Set 1 Sounds Groups A or B	i n c k u b f p g o e l h r j v y w z m a s d t x
Set 1 Sounds Group C	*d-u-g ch-a-t t-e-n p-o-t t-i-n*
Ditty Group	in am red bin yes
Red Group	ch ng nk qu sh th chip shop jump that fas gip guk rab
Green Group	flat pink help thick plut dimp criff slom
Purple Group	with off thin will his them that have
Pink Group	ay ee igh ow oo oo tray creep sight blow skay spoom smoll fleep lots black long this them went that stop
Orange Group	ar or air ir ou oy start horse stair house boy norg ouf firb stoy rest smell soft play feel stay which about
Yellow Group	dorp pight clow thoob hoy nair ploun gart thing right night sleep boy quick little think know smart
Blue Group	a-e ea i-e o-e u-e oi steab groit grafe stime doke vuke sneap shoop So Gretel sat on a stool... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)
Grey Group	ai oa aw ur er ire ear ure ew are ow joip zewn nair choag zaip frabe smipe snoke He reached up and put the jar of oil on the high shelf... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)
Literacy and Language Group Read Write Inc. Spelling	fleach torg strabe poisk sperk flide plude spove comfortable invisible operation tomorrow complained serious while remember beware enormous Once upon a time, there was a merchant who had three... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)

B) KS2

Teachers use benchmark assessment on a termly basis to evaluate the competency of pupils reading and to ensure pupils meet the statutory National curriculum reading aims in KS2. Teachers also listen to pupils read during guided reading and keep running records to make formative assessments throughout the academic year. The outcome of these sessions are noted in the recording document at the back of pupils reading albums and are used to inform teacher assessment. Teachers also use the *NFER Reading Papers* to support teacher judgement on a termly basis.

Reading tracker

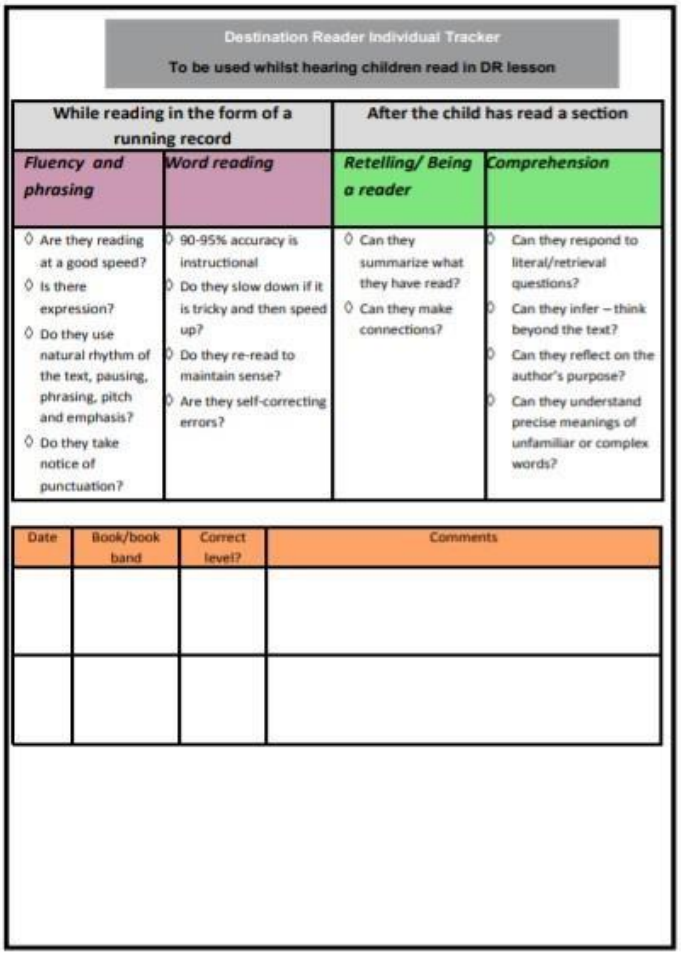


Individual Colour band Reading Tracker

Class:	Year Group	Mid-Year (WTS)	End of Year (WXP)
Use the chart below to make a best fit judgement on whether a child is reading age appropriate texts and support in assessment where book level should always be taken into consideration.	1	Blue	Orange
	2	Gold	White / Lime
	3	Copper	Topaz
	4	Ruby	Emerald
	5	Emerald	Sapphire
	6	Sapphire	Diamond / Pearl

	Book Band	Start of year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Beyond						
Expected End of Y6	Pearl						
	Diamond						
Expected End of Y5	Sapphire						
Expected End of Y4	Emerald						
	Ruby						
Expected End of Y3	Topaz						
	Copper						
	Lime						
Expected End of Y2	White						
	Gold						
	Purple						
	Turquoise						
Below turquoise	State colour and intervention						

KS2 running records in DR books



Destination Reader Individual Tracker

To be used whilst hearing children read in DR lesson

While reading in the form of a running record		After the child has read a section	
Fluency and phrasing	***Word reading***	***Retelling/ Being a reader***	***Comprehension***
◊ Are they reading at a good speed? ◊ Is there expression? ◊ Do they use natural rhythm of the text, pausing, phrasing, pitch and emphasis? ◊ Do they take notice of punctuation?	◊ 90-95% accuracy is instructional ◊ Do they slow down if it is tricky and then speed up? ◊ Do they re-read to maintain sense? ◊ Are they self-correcting errors?	◊ Can they summarize what they have read? ◊ Can they make connections?	◊ Can they respond to literal/retrieval questions? ◊ Can they infer – think beyond the text? ◊ Can they reflect on the author's purpose? ◊ Can they understand precise meanings of unfamiliar or complex words?

Date	Book/book band	Correct level?	Comments